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ABSTRACT

In two-way bilingual education programs (TBPs), students learn together through two languages in programs that aim to develop dual language proficiency along with academic achievement. In Christian and Mahrer (1992, 1993), profiles were completed for TBPs in operation during the 1991-1992 and 1992-1993 academic years. This supplement, an annual update, covers the 1993-1994 school year. The three volumes together provide information on programs in 176 schools in 17 states. Tabled data show that New York and California have the highest numbers of schools involved in two-way bilingual education. Nationwide, most schools with TBPs are providing instruction in Spanish and English at the elementary school level. The programs/schools that provided information on their implementation of TBPs are profiled. They are presented alphabetically in sections by states and within states are grouped by city and school district. Data provided in these profiles include the ethnic/racial breakdown of the school, the criteria for selecting and accepting students, recruitment procedures, grade level(s) of the program, grade level increases planned, program size, funding sources, and program materials available to others. (JP)

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ED 369 265

TWO-WAY BILINGUAL PROGRAMS IN THE UNITED STATES

1993-1994 SUPPLEMENT

DONNA CHRISTIAN

CHRIS MONTONE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Two-Way Bilingual Programs in the United States

1993–1994 Supplement

National Center for Research on
Cultural Diversity and Second Language Learning

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Preface

This volume is the second annual supplement to the 1991-1992 publication on *Two-Way Bilingual Programs in the United States*. The programs profiled in this supplement include new two-way programs and others that provided information since the earlier volumes appeared.

The information on two-way bilingual programs presented in this series is being gathered as part of a study on "Two-Way Bilingual Education: Students Learning through Two Languages" for the National Center for Research on Cultural Diversity and Second Language Learning. This Center is funded by the Office of Educational Research and Improvement of the U.S. Department of Education to conduct research on the education of language minority students in the United States. It is operated by the University of California, Santa Cruz, through the University of California's statewide Linguistic Minority Research Institute, in collaboration with a number of other institutions nationwide, including the Center for Applied Linguistics.

This study could not exist without the cooperation of the schools and school districts reported on here. In particular, we are grateful to the representatives of programs who provided us with large amounts of information and responded to our questions and requests when we called for clarification or to check on the accuracy of our presentation. We called on individuals who had far too much to do already to give their time and energy to this effort, and we appreciate their response. We hope that they will find the results useful.

Donna Christian
Chris Montone
Center for Applied Linguistics
February 1994

Introduction

In a growing number of schools in the United States, educators and communities are turning to *two-way bilingual education* as an effective approach to educating language minority and majority students. In these programs, students learn together through two languages in programs that aim to develop dual language proficiency along with academic achievement. Ideally, half the students in a class share a particular non-English language background (most often Spanish) and they have the opportunity to develop their native language, learn English and progress academically. Their English-background classmates learn a second language along with academic content.

In Christian and Mahrer (1992, 1993), profiles were compiled for two-way bilingual programs in operation during the 1991-1992 and 1992-1993 academic years. This supplement, an annual update, covers the 1993-1994 school year, providing profiles of additional programs, both new and ongoing. The three volumes together provide information on programs in 176 schools in 17 states. This list is still not exhaustive, since it reflects only those programs that became known to us and that chose to contribute information. We will, however, continue to document programs in future annual updates.

For a more detailed discussion of the approach, including rationale and criteria for success, see Christian and Mahrer (1992).

Program Implementation Characteristics

Table 1 presents a summary of the programs profiled in the 1993-1994 supplement by state, district and school. Table 2 breaks these programs down by grade level, and Table 3 lists their languages of instruction. These tables parallel similar information provided in previous volumes.

Summary figures for the three volumes (1991-1992, 1992-1993, and 1993-1994) are shown in Tables 4 through 6. In prior years, some programs were included that were in the planning (pre-implementation) stage. After implementation, the programs were again profiled, in the next update. These schools thus appear in two volumes, but they are counted only once in the summary figures. As a result, the total number of schools (176) reported in these tables is lower than the sum of the schools listed in the three volumes. This total is used in all three summary tables. Likewise, school districts that appear in more than one volume are only counted once in the summary figures.

These figures show that New York and California continue to have the highest numbers of schools involved in two-way bilingual education. Nationwide, most schools with two-way bilingual programs are providing instruction in Spanish and English at the elementary school level. Variability in the implementation of two-way programs remains extensive, as can be seen in the profiles in both volumes. This variability is discussed further in Christian and Mahrer (1992).

Overview of the Directory

Following these introductory comments, the directory supplement begins with a complete listing of schools included in the program profiles, grouped by school district, city, and state. This listing gives a quick overview of the programs included in this supplement, with grade levels served and target language used in each. The full profiles of programs/schools which provided information on their implementation of two-way bilingual education follow this list. They are presented alphabetically in sections by state, and within states, the profiles are grouped by city and school district. Each profile is formatted the same, for ease of comparison by category across entries. Categories were omitted in cases where no program information was available at this time. Following the profiles is an index, giving page number references for the schools and school districts included in the directory.

Finally, a list of abbreviations used is provided. In order to condense the presentation of information in the profiles, certain frequently occurring terms were abbreviated. In addition, many programs reported information using locally recognized abbreviations. These abbreviations are explained in the last section.

Table 1
Two-Way Bilingual Programs, 1993-1994 Supplement

State	*Number of Districts*	*Number of Schools*
Alaska	1	1
Arizona	3	3
California	12	16
Florida	1	1
Massachusetts	1	1
New Mexico	1	1
New York	4	4
Texas	2	3
TOTAL	**26**	**30**

Table 2
Grade Levels Served in Two-Way Bilingual Programs, 1993-1994 Supplement

Grade Levels Served	*Number of Schools*
Pre-K	0
Pre-K/K—5/6	26
Pre-K/K—12	2
3/4—5/6	0
K/1—8	0
6—9	2
9—12	0

Table 3
Languages of Instruction in Two-Way Bilingual Programs, 1993-1994 Supplement

Language of Instruction	*Number of Schools*
Spanish/English	22
Korean/English	3
Navajo/English	2
Japanese/English	2
French/English	1

Table 4
Two-Way Bilingual Programs (1991-92, 1992-93, 1993-94)*

State	*Number of Districts*	*Number of Schools*
Alaska	1	1
Arizona	4	8
California	30	57
Colorado	1	3
Connecticut	2	2
District of Columbia	1	1
Florida	2	6
Illinois	2	8
Massachusetts	6	12
Michigan	1	1
New Jersey	1	1
New Mexico	1	1
New York	35	57
Oregon	1	3
Pennsylvania	1	1
Texas	6	8
Virginia	3	5
Wisconsin	1	1
TOTAL	**99**	**176**

*Some programs listed in earlier volumes as in planning stage have since been implemented and were profiled a second time. They are counted in the totals only once, however. As a result, this total is lower than the sum of the schools listed in the three volumes.

Table 5
Grade Levels Served in Two-Way Bilingual Programs (1991-92, 1992-93, 1993-94)*

Grade Levels Served	*Number of Schools*
Pre-K	2
Pre-K/K—5/6	144
Pre-K/K—12	2
3/4—5/6	7
K/1—8	4
6—9	13
9—12	2

*Two schools that were listed in the *1992-93 Supplement* as "unspecified" have not implemented their programs.

Table 6
Languages of Instruction in Two-Way Bilingual Programs (1991-92, 1992-93, 1993-94)

Language of Instruction	*Number of Schools*
Spanish/English	160
Cantonese/English	4
Korean/English	3
Russian/English	2
Navajo/English	2
Japanese/English	2
French/English	1
Portuguese/English	1
Haitian Creole/English	1

List of Programs by State
1993-1994 Supplement

State/City	School	Grade Levels	Language
ALASKA			
Anchorage			
	Government Hill Elementary	K—1	Spanish
ARIZONA			
Rock Point			
	Rock Point Community School	K—12	Navajo
Tuba City			
	Tuba City Primary School	K—2	Navajo
Tucson			
	Hollinger Elementary	Pre-K—6	Spanish
CALIFORNIA			
Altadena			
	Altadena Elementary	Pre-K—1	Spanish
Artesia			
	Niemes Elementary	K—3	Japanese
Los Angeles			
	Cahuenga School	K—1	Korean
	Denker Avenue School	K	Korean
	Hamlin Street School	K—2	Spanish
	Limerick Avenue School	K—2	Spanish
	Wilton Place School	K	Korean
San Clemente			
	Las Palmas Model Elementary	K—2	Spanish
San Francisco			
	Clarendon Alternative Elementary	K—5	Japanese
San José			
	Meyer Elementary	K—1	Spanish
San Mateo			
	Fiesta Gardens International School	K—1	Spanish
Santa Cruz			
	DeLaveaga Elementary	1	Spanish
Santa Paula			
	Glen City Elementary	K—3	Spanish

State/City	School	Grade Levels	Language
Santa Rosa			
	Roseland Elementary	K—2	Spanish
Vacaville			
	Edwin Markham Elementary	K—2	Spanish
Watsonville			
	Alianza School	K	Spanish
FLORIDA			
Pompano Beach			
	Pompano Beach Middle	6	Spanish
MASSACHUSETTS			
Dorchester			
	Sarah Greenwood School	K—3	Spanish
NEW MEXICO			
Albuquerque			
	Alvarado Elementary	1-3	Spanish
NEW YORK			
Fallsburg			
	Benjamin Cosor Elementary	K—2	Spanish
Larchmont			
	The French-American School	Pre-K—10	French
New Windsor			
	Temple Hill Academy	K—1	Spanish
New York City, Brooklyn			
	IS #302 (CSD 19)	7	Spanish
TEXAS			
Baytown			
	Crockett Elementary	K	Spanish
	Lorenzo DeZavala Elementary	K—1	Spanish
San Antonio			
	Burleson Elementary	Pre-K—K	Spanish

Anchorage School District
Anchorage, Alaska

Project Exito: A Model of Success for Students and Parents

School:
Government Hill Elementary
525 Bluff Drive
Anchorage, AK 99501
907-277-4223

Contact persons:

Janice Gullickson
Foreign Language Coordinator
Anchorage School District
4600 DeBarr Road
Anchorage, AK 99508
907-269-2277

Laurel Derksen
Program Development Specialist
Government Hill Elementary
525 Bluff Drive
Anchorage, AK 99501
907-277-4223

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993-94

Ethnic/racial breakdown of school:
40% White; 31.7% Alaskan Native/Native American; 13.4% Black; 8.4% Asian Pacific Islander; 6.5% Hispanic

Criteria for selecting and accepting students:
Spanish speakers:
None
English speakers:
Government Hill students (and their siblings) will be given priority in the Spring lottery; students outside the attendance area will be placed on the waiting list and can participate in subsequent lotteries

Recruitment procedures:
Brochure; parent liaison visits homes, schools, churches

Grade level(s) of the program:
K-1

Grade level increases planned:
One grade level per year to grade 6

Program size:

Grade level	*# of classes*	*Class size*
K	2	22
1	2	17

Funding sources:
Title VII DBE Grant

Program materials available to others:
- Brochure
- Handbook (being developed)

Program Objectives:

•Students will achieve academically at grade level

•Students will develop language proficiency in both English and Spanish

•Students will develop positive self-esteem and cultural awareness and sensitivity

•Exito! will train staff and parents to be effective educators of the program's students

•Exito! parents will participate as full partners in the education of their children

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-1 50%

Method of separating languages for instruction:
By teacher, block of time

Languages used for content area subjects and electives:
K-1—Spanish instruction:
Science, Math, Spanish Language Arts, Art, Music
K-1—English instruction:
Social Studies, English Language Arts, Art, Music, Physical Education

Language of initial reading instruction:
Spanish speakers:
Spanish and English
English speakers:
English and Spanish

Instructional grouping:
LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time bilingual coordinator
•4 full time bilingual aides
•1 part time bilingual secretary
•1 part time bilingual parent liaison

Computer use:
In English; Spanish software on order

Curriculum materials and development:
Thematic units for Science, Math, and Language Arts

PROGRAM EVALUATION

Evaluator:
Kathryn Lindholm
Child Development
San José State University
San José, CA 95192
408-856-0866

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	SOLOM, Emerging Literacy Assessment Form (Chapter 1 assessment)
English language proficiency	IPT, SOLOM, Emerging Literacy Assessment Form
Academic achievement in target language	La Prueba
Academic achievement in English	ITBS
Self-esteem/competence	Pictoral Scale of Perceived Competence and Acceptance for Young Children

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent advisory board
•Parent liaison
•Parent classes on various topics including parenting and Spanish and English language lessons

Community responses to the program:
•Extremely positive

School Board's view of the program:
•Very supportive

Advice to start-up programs:
•Have instructional aides in place before beginning of the year
•Consider limiting times when parents can visit classrooms in order to limit disruptions to teaching

Most important feature of the program:
•Emphasis on bilingualism and multiculturalism with a focus on the home-school connection
•Commitment of the parents is a vital key to the success of the program
•The fact that this program is a model program for the Anchorage community is very important; the model may later be replicated for a different language

Hollinger Elementary School
Tucson, Arizona

Two-Way Developmental Bilingual Education Program

Schools:
Hollinger Elementary School
150 W. Ajo Way
Tucson, AZ 85713
602-798-2740

Contact persons:
Maria C. Patterson
Principal
150 W. Ajo Way
Tucson, AZ 85713
602-798-2740

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1986-87

Ethnic/racial breakdown of school:
93% Hispanic; 4% Native American; 2% White; 1% Black

Criteria for selecting and accepting students:
Spanish speakers:
Native language ability as determined by LAS
English speakers:
Native language ability as determined by LAS

Recruitment procedures:
None

Grade level(s) of the program:
Pre-K-6

Grade level increases planned:
None

Program size:

Grade level	*# of classes*	*Class size*
PACE*	1	20
K	6	20
1	5	25
2	5	26
3	4	29
4	4	25
4/5	1	26
5	3	26
6	4	28

Funding sources:
Chapter 1 and district funds

Program materials available to others:
•Brochure

*Parent And Child Education (Pre-K)

Program Objectives:

•To develop proficiency and literacy in Spanish and English

•To maintain and preserve cultural heritage and pride

•To develop a bilingual, multicultural community of students

•To provide bilingual education opportunities to students K-12 as part of a feeder school program

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	75%
3	65%
4-6	50%

Method of separating languages for instruction:

1-3	by teacher
4-6	by subject, theme, day, week

Languages used for content area subjects and electives:
K-3—Spanish instruction:
Language Arts, Social Studies, Science, Math, SSL

K-3—English instruction:
Art, Music, Physical Education, ESL

4-6—Spanish instruction:
Language Arts, Social Studies, Science, SSL

4-6—English instruction:
Math, Science, Social Studies, Music, Physical Education, ESL

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
K-3 LEP and EP students integrated for about 40% of the day; 4-6 students fully integrated

Percent of program teachers proficient in both languages:
97%

Percent of program staff proficient in both languages:
62.5%

Additional program staff:
•2 full time special education assistants
•3 full time Chapter 1 aides
•1 full time family support liaison
•1 part time librarian
•1 full time computer technician
•20 part time bilingual aides

Computer use:
In English and Spanish

Curriculum/materials development:
Classroom teachers supplement English and Spanish instructional materials.

PROGRAM EVALUATION

Evaluator:

Kathleen Silvers (Chapter 1 Evaluator)
1010 E. 10th St.
Tucson, AZ 85717
602-798-2020

Dr. Leonard Basurto (Bilingual Ed. Dept.)
1010 E. 10th St.
Tucson, AZ 85717
602-882-2441

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	SLAPA
English language proficiency	LAPA
Academic achievement in Spanish	District and state assessments
Academic achievement in English	District and state assessments

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent councils
- School visitations
- Classroom assistance
- Adult ESL, GED, and computer literacy classes
- Home visits (by faculty and staff)

Community responses to the program:
- Excellent

School Board's view of the program:
- Positive and considered an exemplary program

Advice to start-up programs:
- Invest time in design
- Train faculty
- Provide an enrichment model (additive bilingualism)
- Have patience in results (5-7 years)

Most important feature of the program:
- Provide strong language instruction in both languages
- Year-round education program with 3 week academies between 12-week sessions

Rock Point Community School
Rock Point, Arizona

Bilingual Education Program

Schools:
Rock Point Community School
Highway 191
Rock Point, AZ 86545
602-659-4221

Contact persons:
Stella Tsinajinnie (K-6) & Melvin Arthur (7-12)
Rock Point Community School
Highway 191
Rock Point, AZ 86545
602-659-4221

BACKGROUND INFORMATION

Languages used in the program:
Navajo/English

Year program began:
1968-69

Ethnic/racial breakdown of school:
99% Navajo; 1% Other

Criteria for selecting and accepting students:
Navajo speakers:
None
English speakers:
None

Recruitment procedures:
None

Grade level(s) of the program:
K-12

Grade level increases planned:
None

Program size:

Grade level	*# of classes*	*Class size*
K-3	8	24
4	2	24
5	1	29
6	1	35
7-12	6	28

Funding sources:
ISEP; Title V for Applied Literacy Program

Program materials available to others:
•Student bilingual newspaper

Program Objectives:

•Students will become proficient speakers, readers, and writers of the Navajo and English languages

•Students will acquire cultural knowledge of at least two cultures: Navajo and Anglo-American

•Students will develop critical thinking skills in Navajo and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Navajo is used for instruction:

K-5	50%
6	25%
7-12	15%

Method of separating languages for instruction:
By block of time, subject

Languages used for content area subjects and electives:
K-5—Navajo instruction:
Reading, Language Arts, Math, Science, Social Studies, Health

K-5—English instruction:
Reading, Language Arts, Math, Science, Social Studies, Health

6—Navajo instruction:
Navajo Literacy class, Social Science (one semester), Science (one semester)

6—English instruction:
Reading, Language Arts, Math, Science, Social Studies, Health, Physical Education

7-12—Navajo instruction:
Applied Literacy, Navajo Social Studies, Electives

7-12—English instruction:
Reading, Language Arts, Math, Science, Social Studies, Health, Physical Education, Home Economics, Shop, Electives

Language of initial reading instruction:
Navajo speakers:
Navajo
English speakers:
English

Instructional grouping:
LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 2 full time elementary evaluators
- 1 full time secondary evaluator
- 1 full time Math/Science coordinator

Computer use:
In English and Navajo

Curriculum/materials development:
Elementary-level storybooks in Navajo; Social Studies materials in Navajo; teaching guides in Navajo and English

PROGRAM EVALUATION

Evaluator:
Thomas Benally, Priscilla Chee, Florian Johnson
Rock Point Community School
Highway 191
Rock Point, AZ 86545
602-659-4221

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	Local CRTs
English language proficiency	CTBS
Academic achievement in target language	Local CRTs
Academic achievement in English	CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils
•School visitations
•Elected Parent Involvement Committee
•Parent-Teacher conferences
•Parent nights

Community responses to the program:
•Majority of community supports the bilingual program

School Board's view of the program:
•Supportive

Advice to start-up programs:
•Design a program to fit the specific needs of the community
•Be willing to commit time, money, and resources needed for the program to succeed
•Welcome visitors to exchange ideas and materials

Most important feature of the program:
•Over 90% of the academic staff are members of the Navajo tribe and are excellent bilingual role models

Tuba City Unified School District #15
Tuba City, Arizona

Dual Language Program

Schools:
Tuba City Primary School
Box 67
Tuba City, AZ 86045
602-283-6277

Contact persons:
Ray L. Vernon
Principal/Bilingual Director
Box 67
Tuba City, AZ 86045
602-283-6277

Louise Scott
Box 67
Tuba City, AZ 86045
602-283-6277

BACKGROUND INFORMATION

Languages used in the program:
Navajo/English

Year program began:
1992-93

Ethnic/racial breakdown of school:
95% Native American, 5% Other

Criteria for selecting and accepting students:
Navajo speakers:
Parental request; language assessment: Navajo must be dominant language
English speakers:
Parental request; language assessment

Recruitment procedures:
None

Grade level(s) of the program:
K-2

Grade level increases planned:
One grade level per year to grade 5

Program size:

Grade	*# of classes*	*Class size*
K	2	20
1	2	25
2	2	22

Funding sources:
Title VII and district funds

Program materials available to others:
•Dual Language Program Instructor's Manual
•Navajo literacy curriculum materials

Program Objectives:

- By the end of the fourth grade the Navajo dominant LEP students will have significantly increased their capacity to function in the English curriculum, and English proficient students will have significantly increased their capacity to function in the Navajo curriculum
- Navajo dominant LEP students will become literate in their native language and in English
- English proficient students will develop high levels of proficiency in Navajo while making normal progress in their first language development
- Both language groups will perform academically at grade level, develop positive attitudes toward the two languages and the communities they represent, and develop a positive self image
- Navajo language curriculum materials will be significantly increased
- Non-certified staff and certified teachers will increase their levels of academic preparation; a significant number of instructional aides will acquire teaching credentials
- Parental involvement will increase significantly

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Navajo is used for instruction:

K	50%
1	50%
2	50%

Method of separating languages for instruction:
By block of time, theme, teacher

Languages used for content area subjects and electives:
K-2—Navajo instruction:
Language Arts, Reading, Writing, Social Studies, Science, Health, Art

K-2—English instruction:
Language Arts, Reading, Writing, Social Studies, Science, Math, Health, Art

Language of initial reading instruction:
Navajo speakers:
Navajo
English speakers:
English

Instructional grouping:
LEP and EP students are integrated for 3-4 hours a day and separated for Math and higher level academics in all areas.

Percent of program teachers proficient in both languages:
67%

Percent of program staff proficient in both languages:
75%

Additional program staff:
- 6 full time bilingual aides
- 1 part time language development/instructional specialist
- 1 full time parent coordinator

Computer use:
None

Curriculum/materials development:
Dual Language Program Instructor's Manual in Navajo and English, including topical themes developed by principal and staff

PROGRAM EVALUATION

Evaluator:
Jon Reyhnor
Box 2933
Tuba City, AZ 86045

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	WROL
English language proficiency	IPT
Academic achievement in target language	Portfolios
Academic achievement in English	ITBS
Self esteem/competence	Self Esteem Profile
Attitudes	Reading Attitude Inventory
Others	District Assessment Program, Student Management System

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils
•School visitations

Community responses to the program:
•Parents have demonstrated their support by speaking out at Board meetings to ensure continuation of the program and by asking for increased time in the Navajo language

School Board's view of the program:
•100% supportive

Advice to start-up programs:
•Do your homework; involve key people; visit model programs

Most important feature of the program:
•Positive attitude on the part of the administration, staff, students, and parents; principal is very knowledgeable about bilingual education

ABC Unified School District
Artesia, California

Two-Way Immersion Program

Schools:
Niemes Elementary School
16715 S. Jersey Avenue
Artesia, CA 90701
310-865-9586

Contact persons:
Lupe Sandoval
Title VII Facilitator
16715 S. Jersey Ave.
Artesia, CA 90701
310-865-9586

Shelly Spiegel-Coleman
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242-2890
310-922-6332

BACKGROUND INFORMATION

Languages used in the program:
Japanese/English

Year program began:
1991-92

Ethnic/racial breakdown of school:
41% Hispanic; 38% White; 15% Asian; 3% Black; 3% Other

Criteria for selecting and accepting students:
Japanese and English speakers:
Parental request

Recruitment procedures:
District-wide parent meetings; school visitation by parents; brochures; newsletters

Grade level(s) of the program:
K-3

Grade level increases planned:
One grade level per year to grade 7

Program size:

Grade level	*# of classes*	*Class size*
K	1	30
1	1	30
2	1	30
3	1	30

Funding sources:
Title VII funds

Program materials available to others:
- Videos
- Brochures
- Newsletters

Program Objectives:

•To become bilingual and biliterate in English and Japanese

•To acquire knowledge in all academic subjects as outlined in the district guidelines

•To cultivate understanding and appreciation of students' cultures

•To inspire self-esteem and strengthen positive attitudes among students, their families and communities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Japanese is used for instruction:

K-1	90%
2-3	80%

Method of separating languages for instruction:
By block of time, day, teacher

Languages used for content area subjects and electives:
K-3—Japanese instruction:
Language Arts, Science, Math, Social Studies, Music, Art

K-2—English instruction:
English Language Development, Physical Education, Music

3—English instruction:
English Language Development, Physical Education, Music, Language Arts

Language of initial reading instruction:
Japanese speakers:
Japanese
English speakers:
Japanese

Instructional grouping:
LEP and EP students are integrated all day, except for English Language Development.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 part time Title VII facilitator
•1 part time district bilingual resource teacher

Computer use:
In Japanese only

Curriculum/materials development:
None

PROGRAM EVALUATION

Evaluator:
Dr. Kathryn Lindholm
San José State University
One Washington Square
San José, CA 95192-0074
408-924-3752

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	SOLOM
English language proficiency	SOLOM, LAS
Academic achievement in target language	Aprenda, Portfolios
Academic achievement in English (grades 4-7)	CTBS, Portfolios
Self esteem/competence	Perceived competence, self-esteem questionnaire

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils
•School visitations
•Classroom assistance
•Parent language classes (e.g., parent/child literacy class in immersion kindergarten)
•Parent/student annual conference
•End-of-year family luncheon

Community responses to the program:
•Participating families have expressed the critical need for today's students to acquire multilingual abilities in order to participate in the global community of the 21st Century; they also value and appreciate the culturally diverse student population represented in the program

School Board's view of the program:
•Supportive
•Recruits students district-wide for program and provides transportation

Advice to start-up programs:
•Make sure you have support of district office and school board
•Have a staff that is knowledgeable about two-way theory and instructional methodology
•Network with other two-way programs

Most important feature of the program:
•Thematic units through literature make the target language meaningful and provide students with multiple opportunities to acquire both language and core concepts in all curriculum areas

Alum Rock Union School District
San José, California

Project ALAS (Academics and Language Acquisition in Spanish)

School:
Meyer School
1824 Daytona Drive
San José, CA 95122
408-258-8208

Contact persons:

Norma Fierro
Bilingual Director
Alum Rock Union School District
2930 Gay Avenue
San José, CA 95127
408-258-4923 x376

Eva Ruth
Title VII Resource Teacher
Meyer School
1824 Daytona Drive
San José, CA 95122
408-258-4923 x685

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993-94

Ethnic/racial breakdown of school:
69% Hispanic; 8% White; 8% Filipino; 6% Asian; 4% Black; 3% Native American; 1% Pacific Islander

Criteria for selecting and accepting students:
Spanish speakers:
Must be fluent in Spanish and must have parent consent to participate
English speakers:
Must be fluent in English and must have parent consent to participate; English speakers will be accepted for grades K-1 only (exceptions considered on an individual basis)

Recruitment procedures:
Monthly parent meetings

Grade level(s) of the program:
K-1

Grade level increases planned:
One grade level per year to grade 5

Program size:

Grade level	*# of classes*	*Class size*
K	1	31
1	1	26

Funding sources:
Title VII DBE Grant with a gradual assumption of program costs by the Alum Rock School District

Program materials available to others:
•In the process of acquiring videos, program guidelines, and assistance from San José State University
•Developing brochures and newsletters

Program Objectives:

•To develop superior academic excellence and full bilingualism

•To develop competency in challenging subject matter including English, mathematics, science, history, and geography

•To ensure all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy

•To develop literacy, knowledge, and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship

•To foster positive cross cultural attitudes towards the communities that the two languages represent

•To foster positive self-esteem for all participating students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1	80%

Method of separating languages for instruction:
By subject and team teaching

Languages used for content area subjects and electives:
K-1—Spanish instruction:
Spanish Language Arts, Physical Education, Social Studies, Music, Art, Story Time, Handwriting, Reading

K-1—English instruction:
English Language Arts

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
LEP and EP students work in heterogeneous mixed language groups.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
86%

Additional program staff:
•2 part time bilingual aides
•1 full time resource teacher
•1 full time special projects assistant

Computer use:
Jostens Learning Program in Spanish

Curriculum/materials and development:
None

PROGRAM EVALUATION

Evaluator:
Dr. Alexander Sapiens
San José State University
One Washington Square
San José, CA 95124
408-924-3760

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAS, SOLOM, IPT, Portfolios
English language proficiency	LAS, SOLOM, IPT, Portfolios
Academic achievement in Spanish	Aprenda, Portfolios
Academic achievement in English	Stanford 8, Portfolios
Self-esteem/competence	Video portfolio
Attitudes	Video portfolio

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils
•School visitations
•Classroom assistance
•Parent language classes
•Bilingual Site Advisory Committee
•Parent-teacher collaboration workshops are being developed

Community responses to the program:
•Very favorable

School Board's view of the program:
•The district's Board of Trustees has taken a proactive role in meeting the new challenges provided to schools by the changing student population

Advice to start-up programs:
•Have a full time resource teacher available to field parent and teacher questions and concerns
•Meet with parents of pre-schoolerss to educate them about and interest them in the program
•Have more kindergarten than first grade classes so as to avoid termination of the program due to diminishing class sizes resulting from attrition

Most important feature of the program:
•The availability of resource personnel that can address the needs of both the teachers and the parents involved in the program in order to keep it running smoothly and effectively

Capistrano Unified School District
San Clemente, California

Two-Way Language Immersion Program

School:
Las Palmas Elementary School
1101 Calle Puente
San Clemente, CA 92672
714-492-3456

Contact persons:

Doug Kramer
Principal
Las Palmas Elementary School
1101 Calle Puente
San Clemente, CA 92672
714-492-3456

Jody Wiencek
Title VII Project Coordinator
Las Palmas Elementary School
1101 Calle Puente
San Clemente, CA 92672
714-492-3456

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993-94

Ethnic/racial breakdown of school:
49% White; 48% Hispanic; 2% Black;
<1% Asian

Criteria for selecting and accepting students:
Spanish speakers:
None
English speakers:
None

Recruitment procedures:
Brochures, community meetings, school meetings, mailings, media advertising

Grade level(s) of the program:
K

Grade level increases planned:
One grade level per year to grade 5

Program size:

Grade level	*# of classes*	*Class size*
K	2	30

Funding sources:
Title VII DBE Grant

Program materials available to others:
•Parent resource materials: Spanish books and tapes, videos

Program Objectives:

•Students will achieve bilingual/biliterate proficiency

•Students will achieve academic proficiency at or above grade level

•Students will develop cross-cultural understanding

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K 90%

Method of separating languages for instruction:
By block of time, teacher

Languages used for content area subjects and electives:
K—Spanish instruction:
Math, Reading, Social Studies, Science, Art, Physical Education, Music

K—English instruction:
Music, Art, Oral Language

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•2 part time bilingual aides
•1 full time bilingual coordinator

Computer use:
In Spanish only

Curriculum/materials development:
Thematic units in Spanish and English on transportation, the five senses, and school items

PROGRAM EVALUATION

Evaluator:
Kathryn Lindholm
Child Development
San José State University
San José, CA 95192
408-856-0866

Evaluation components and procedures:	*Procedures/Instruments*
Target language proficiency	IPT, SOLOM, Teacher observations
English language proficiency	IPT, SOLOM, Teacher observations
Academic achievement in target language	Authentic assessment
Academic achievement in English	Portfolios

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils
•Classroom assistance
•Parent education nights to help parents understand two-way program design, literacy and language development

Community responses to the program:
•Participating families are very enthusiastic and pleased

School Board's view of the program:
•Find it interesting and feel there should be more like it

Advice to start-up programs:
•Start small; think carefully about your budget; hire good teachers

Most important feature of the program:
•Qualified, committed bilingual teachers

Los Angeles Unified School District
Los Angeles, California

Korean/English Two-Way Immersion Program

Schools:

Cahuenga School
220 S. Hobart Boulevard
Los Angeles, CA 90004
213-386-6303

Denker Avenue School
1620 W. 162nd Street
Gardena, CA 90247
310-327-9420

Wilton Place School
745 S. Wilton Place
Los Angeles, CA 90005
213-389-1181

Contact persons:

Chin H. Kim
Program Coordinator
Los Angeles Unified School District
450 N. Grand Avenue, Room G-290
Los Angeles, CA 90012
213-625-6106

Craig C. Merrill
Advisor
Los Angeles Unified School District
450 N. Grand Avenue, Room G-290
Los Angeles, CA 90012
213-625-6106

BACKGROUND INFORMATION

Languages used in the program:
Korean/English

Year program began:
1992-93 (Cahuenga)
1993-94 (Denker Avenue and Wilton Place)

Ethnic/racial breakdown of schools:
Cahuenga:
60% Hispanic; 28.2% Asian (mostly Korean); 5.1% Filipino; 4.2% White; 2.5% Black
Denker Avenue:
37.3% Hispanic; 35.6% Asian (Korean & Japanese); 13.4% White; 8.9% Black; 3.4% Pacific Islander; 1.3% Filipino; <1% American Indian
Wilton Place:
49.4% Asian (mostly Korean); 40.1% Hispanic; 5.1% Black; 2.8% Filipino; 1.2% White; 1% Pacific Islander

Criteria for selecting and accepting students:
Korean speakers:
Age and Korean language proficiency
English speakers:
Age and English language proficiency

Recruitment procedures:
Conferences and parent and community meetings

Grade level(s) of the program:
K-1

Grade level increases planned:
One grade level per year through 6th grade at Wilton Place and through 5th grade at Cahuenga and Denker Avenue

Program size:

Grade level	*# of classes*	*Class size*
Cahuenga:		
K	1	31
1	1	27
Denker Avenue:		
K	1	30
Wilton Place:		
K	1	30

Funding sources:
Title VII DBE Grant

Program materials available to others:
•Program guidelines

Program Objectives:

- Language minority and majority students will develop high levels of communicative and academic second language proficiency
- Language minority and majority students will maintain and develop primary language skills comparable to, or surpassing, the achievement of students of similar socio-economic backgrounds in other programs
- Language minority and majority students will develop average to superior progress in achieving the objectives of the district's elementary school curriculum
- Language minority and majority students will develop positive attitudes towards their group and other groups
- Language minority and majority students will develop a psycho-social understanding of the language, culture, and people of their group and other groups
- Language minority and majority students will develop computer literacy skills

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Korean is used for instruction:

K	71%
1	65%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K—Korean instruction:
Language Arts, Math, Social Studies, Science/Health, Phsical Education, Computer Science, Tutorial Project

K—English instruction:
Language Arts, Tutorial Project

Language of initial reading instruction:
Korean speakers:
Korean
English speakers:
English

Instructional grouping:
LEP and EP students are integrated for the entire day and work in heterogeneous cooperative groups.

Percent of program teachers proficient in both languages:
100% (at all 3 sites)

Percent of program staff proficient in both languages:
75% (at all three sites)

Additional program staff:
- 1 full time advisor
- 1 full time coordinator
- 3 part time bilingual aides

Computer use:
In Korean and English (IBM and MacIntosh compatible software)

PROGRAM EVALUATION

Evaluator:
Dr. Russell N. Campbell
11250 Bunche Hall
University of California, Los Angeles
Hilgard Avenue
Los Angeles, CA 90024
213-825-2510

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Korean language proficiency	BINL
English language proficiency	LAS
Academic achievement in Korean	Basic Elementary-Secondary Test--Korean
Academic achievement in English	CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils
•School visitations
•Classroom assistance
•Parent language classes (at Cahuenga)

Community responses to the program:
•Exceedingly positive

School Board's view of the program:
•Supportive

Advice to start-up programs:
•Be sure to have a planning year that focuses on parent and staff training
•Try to have a total two-way immersion school to avoid conflict and misunderstanding with non-project staff

Most important feature of the program:
•Incorporation of an interdisciplinary approach that facilitates learning through computer technology

Los Angeles Unified School District
West Hills and Canoga Park, California

Language Academy Through the Visual and Performing Arts

Schools:

Hamlin Street School
22627 Hamlin Street
West Hills, CA 91306
818-348-4741

Limerick Avenue School
8530 Limerick Avenue
Canoga Park, CA 91306
818-341-1730

Contact persons:

Frances Rodriquez
Instructional Advisor
c/o Model Bilingual Programs
1320 W. Third St., Room 131
Los Angeles, CA 90037
213-625-4097

Diane Hernandez
Project Director, Model Bilingual Programs
c/o Model Bilingual Programs
1320 W. Third St., Room 131
Los Angeles, CA 90037
213-625-4097

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93

Ethnic/racial breakdown of school:
Hamlin: 48.8% White; 29.9% Hispanic; 11.4% Black; 7.5% Asian; .4% Native American; 2% Other
Limerick: 52% Hispanic; 31% White; 8.6% Asian; 6.3% Black; .04% Native American; 2% Other

Criteria for selecting and accepting students:
None

Recruitment procedures:
Brochures, community/parent meetings, public service announcements

Grade level(s) of the program:
K-2

Grade level increases planned:
One grade level per year to grade 5

Program size:

Grade level	*#of classes*	*Class size*
Hamlin		
K-1	1	21
1-2	1	23
Limerick		
K	1	32
1	1	28
2	1	30

Funding sources:
Title VII

Program materials available to others:
- Brochures
- Program guidelines
- Quarterly newsletters

Program Objectives:

•By the end of the third year of the program, 80% of the LEP students will score at or above 15 points in English oral language skills on the SOLOM, 90% of the EP students will score at or above 21 points on the SOLOM

•By the end of the third year of the program, 90% of the LEP students will score at or above 21 points in Spanish on the SOLOM, 80% of the EP students will score at or above 15 points in Spanish on the SOLOM

•By the end of the third year of the program, 50% of the EP students and 50% of the LEP students will score at or above the 50th percentile in Spanish reading achievement (Aprenda)

•By the end of the third year of the program, 50% of the LEP students and 50% of the EP students will score at or above the 50th percentile in math achievement

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	80%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K-2—Spanish instruction:
All content subjects, Physical Eduation, Art, Music

K-2—English instruction:
Oral Literacy Skills

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Students are integrated the entire day.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•4 part time bilingual aides
•1 instructional advisor

Computer use:
In Spanish only

Curriculum/materials development:
A teachers' manual for two-way immersion was developed by an inter-district committee.

PROGRAM EVALUATION

Evaluator:
Kathryn Lindholm
Child Development
San José State University
San José, CA 95192
408-856-0866

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	SOLOM
English language proficiency	SOLOM
Academic achievement in target language	Aprenda
Attitudes	Parent and student attitude surveys
Writing	Interactive Journals
Reading	Reading Rubric, Oral Reading Inventory

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils
•School visitations
•Classroom assistance
•Parent language classes

Community responses to the program:
•Mixed—most parents whose children participate in the program are quite enthusiastic

Advice to start-up programs:
•Research the community's needs and resources
•Conduct community meetings to explain the program and listen to responses and concerns

Most important feature of the program:
•Dedication of the staff; on-going training

Pajaro Valley Unified School District
Watsonville, California

Alianza Dual Language Immersion Program

Schools:
Alianza School
440 Arthur Road.
Watsonville, CA 95076
408-728-6333

Contact persons:
Michael Jones
Principal
440 Arthur Road
Watsonville, CA 95076
408-728-6333

Pola Espinoza
440 Arthur Road
Watsonville, CA 95076
408-728-6333

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993-94

Ethnic/racial breakdown of school:
78% Hispanic; 20% White; 1% Black; 1% Asian

Criteria for selecting and accepting students:
Spanish speakers:
None
English speakers:
Taken from one of four district attendance areas as part of desegregation policy

Recruitment procedures:
Visits to magnet community pre-schools; parental meetings

Grade level(s) of the program:
K

Grade level increases planned:
One grade level per year to grade 6

Program size:

Grade level	*# of classes*	*Class size*
K	3	29

Funding sources:
General school funds

Program materials available to others:
•Brochure
•Program guidelines
•Newsletter

Program Objectives:

•Students will become fully bilingual and biliterate

•Students will achieve general academic excellence

•Students will acquire positive attitudes toward the cultures represented in our academic community

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K 90%

Method of separating languages for instruction:
By block of time and teacher

Languages used for content area subjects and electives:
K—Spanish instruction:
All subjects

K—English instruction:
Twenty minutes daily

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•2 full time bilingual aides

Computer use:
None

Curriculum/materials development:
None

PROGRAM EVALUATION

Evaluator:
Program is not being evaluated at this time

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils
•School visitations
•Classroom assistance
•Parent in-service program

Community responses to the program:
•100% of those who pre-registered for kindergarten were in support of beginning the program

School Board's view of the program:
•Voted by narrow margin to allow the program to be implemented after much lobbying by program staff

Advice to start-up programs:
•Begin researching and planning program and visiting other schools about 1-2 years before starting

Most important feature of the program:
•Committed staff and teamwork

Pasadena Unified School District
Altadena, California

Altadena Two-Way Bilingual Immersion Program

School:
Altadena Elementary School
743 E. Calaveras Street
Altadena, CA 91001
818-798-7878

Contact persons:
Oscar Palmer
Title VII Project Director
Pasadena Unified School District
Office of Bilingual Education
351 S. Hudson Ave.
Pasadena, CA 91109
818-795-6981

Theresa M. Morales
Title VII Project Resource Teacher
Altadena Elementary School
743 E. Calaveras Street
Altadena, CA 91001
818-798-8395

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
February 1993

Ethnic/racial breakdown of school:
56% Black; 31% Hispanic; 10% White;
2% Asian; 1% Other

Criteria for selecting and accepting students:
Spanish speakers:
50% LEP students; target school students have preference over students from the rest of the school district
English speakers:
10% Hispanic English-only; 20% Afro-American; 20% Anglo-Caucasian; test score and willingness to participate; target school students have preference over students from the rest of the school district

Recruitment procedures:
Program is advertised at "Back to School Night"

Grade level(s) of the program:
Pre-K—1

Grade level increases planned:
One grade level per year to grade 6

Program size:

Grade level	*# of classes*	*Class size*
Pre-K	1	22
K	1	28
K-1	1	28
1	1	30

Funding sources:
Title VII DBE Grant

Program materials available to others:
(in development)

Program Objectives:

•To expand the program to include students from Pre-K through 6th grade

•To create a program that is linguistically and ethnically integrated

•All children will develop initial literacy skills in the target language

•All children will develop and maintain literacy in both Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K-K	90%
K-1	90%
1	80%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
Pre-K-1—Spanish instruction:
All content subjects, except English Language Devlopment

Pre-K-1—English instruction:
English Language Development

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
LEP and EP students are integrated for the entire day, except for English language development.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time resource teacher
•1 part time community aide
•2 part time instructional aides

Computer use:
Most is in English; computer use in Spanish is growing as resources are acquired.

PROGRAM EVALUATION

Evaluator:
Ira Nelken & Associates, Inc.
207 37th Street
Richmond, CA 94805
510-232-4981

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	Pre-LAS, LAS, SOLOM
English language proficiency	Pre-LAS, LAS, SOLOM, IPT
Academic achievement in Spanish	SABE, La Prueba
Academic achievement in English	Stanford
Self-esteem/competence	Socio-cultural development observation guides
Psycho-social development	Perceived competence scale for children
Monitoring of project installation	Analysis of implementation and student progress

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•In the process of recruiting parents for parent councils, school visitations, classroom assistance, and parent language classes

Community responses to the program:
•Positive

School Board's view of the program:
•Very positive -- the school board is committed to facilitating the learning of a second language

Advice to start-up programs:
•Make sure the other school staff and community are aware of the program and its benefits from the start

Most important feature of the program:
•Fluent teachers in both languages who are also knowledgeable about two-way bilingual education

Roseland Elementary School
Santa Rosa, California

Roseland Immersion Program

Schools:
Roseland Elementary School
950 Sebastopol Road
Santa Rosa, CA 95407
707-545-0102

Contact persons:
Laura Vallejo
Bilingual Program Coordinator
950 Sebastopol Road
Santa Rosa, CA 95407
707-545-0102

Ken Saltzberg
Principal
950 Sebastopol Road
Santa Rosa, CA 95407
707-545-0102

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93

Ethnic/racial breakdown of school:
47% White; 28% Hispanic; 10% Asian; 7% Black; 8% Other

Criteria for selecting and accepting students:
(In development)

Recruitment procedures:
None

Grade level(s) of the program:
K-2

Grade level increases planned:
One grade level per year to grade 6

Program size:

Grade	*# of classes*	*Class size*
K	1	30
1	1	27
2	1	26

Funding sources:
District, ESEA, Chapter 1

Program materials available to others:
None at this time

Program Objectives:

- All students will become biliterate and bilingual
- Promote cross-cultural understanding and tolerance

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1	90%
2	80%

Method of separating languages for instruction:
By block of time and by teacher

Languages used for content area subjects and electives:
K—Spanish instruction:
All courses, except English Language Development (ELD)

K—English instruction:
ELD

1—Spanish instruction:
All content and elective courses, except ELD

1—English instruction:
ELD

2—Spanish instruction:
All content courses, except ELD

2—English instruction:
Art, Drama, Music, ELD

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
LEP and EP students are integrated the entire day, except for English Language Development.

Percent of program teachers proficient in both languages:
67%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 1 full time bilingual aide
- 1 part time bilingual aide
- 1 part time Title VII resource teacher
- 1 part time program coordinator

Computer use:
In English and Spanish

Curriculum/materials development:
(In process of developing)

PROGRAM EVALUATION

Evaluator:
In-house

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	IPT
English language proficiency	IPT
Academic achievement in target language	SABE
Academic achievement in English	CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils
•School visitations
•Classroom assistance
•Parent education

Community responses to the program:
•Great

School Board's view of the program:
•Very supportive

Advice to start-up programs:
•Seek assistance in planning and implementing the program

Most important feature of the program:
•The program is tailored to the particular needs of the school and community

San Francisco Unified School District
San Francisco, California

Japanese Bilingual Bicultural Program

Schools:
Clarendon Alternative Elementary School
500 Clarendon Avenue
San Francisco, CA 94131
415-759-2796

Contact persons:
Dr. V. Kanani Choy
Principal
500 Clarendon Avenue
San Francisco, CA 94131
415-759-2796

Joyce Hata
500 Clarendon Avenue
San Francisco, CA 94131
415-759-2796

BACKGROUND INFORMATION

Languages used in the program:
Japanese/English

Year program began:
1972-73

Ethnic/racial breakdown of school:
38.1% Asian; 32.5% White; 10.5% Hispanic; 6.3% Black; 1.2% Native American; 11.4% Other

Criteria for selecting and accepting students:
Japanese speakers:
Tested and identified as LEP or NEP
English speakers:
None

Recruitment procedures:
District-run lottery to fill available space

Grade level(s) of the program:
K-5

Grade level increases planned:
None

Program size:

Grade level	*# of classes*	*Class size*
K	2	33
1	2	30
2	1	30
3	2	30
4	2	33
5	1	33

Funding sources:
School improvement (state) funds, LEP funds, parent donations, federal grant for uncommonly taught language instruction

Program materials available to others:
•Brochure
•School Accountability Report Card

Program Objectives:

•To provide Japanese language and cultural instruction to native Japanese and English speaking students

•To provide a comprehensive curriculum, stressing academic excellence and intellectual growth

•To promote students' social, emotional, and physical development

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Japanese is used for instruction:

K	50%
1	25%
2	25%
3	25%
4	20%
5	20%

Method of separating languages for instruction:
By block of time, day, teacher

Languages used for content area subjects and electives:
K-5—Japanese instruction:
Art, Music, Reading, Math

K-5—English instruction:
Science, Math, Social Studies, Reading, Physical Education

Language of initial reading instruction:
Japanese speakers:
English, if ready; otherwise, Japanese
English speakers:
Japanese and English

Instructional grouping:
LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•10 part time bilingual aides
•1 full time secretary/parent liaison

Computer use:
In English only

Curriculum/materials development:
Some bilingual materials have been developed by para-professionals, parents, and teachers.

PROGRAM EVALUATION

Evaluator:
Dr. Amado Padilla and Dr. Juan Aninao
Stanford Evaluation Project
School of Education
Stanford University
Stanford, CA 94305
415-725-1248

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	Audio and video portfolios
Academic achievement in target language	Work samples
Academic achievement in English	CTBS, CAP
Self esteem/competence	Interviews and videotape
Attitudes	Parent surveys

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils
•School visitations
•Classroom assistance
•Parent language classes
•Fund-raising activities

Community responses to the program:
•The program is an integral part of the Japanese community, participating in many cultural events; Japanese business community has been supportive

School Board's view of the program:
•Proud of the program's success in achieving excellent test scores and high level of parental involvement

Advice to start-up programs:
•Get parents and community involved
•Provide parent education in language acquisition and in second language, if interested

Most important feature of the program:
•Meets the needs of the Japanese community by providing a protected environment for Japanese-speaking children to acquire English; meets demand in English-speaking community for a quality education that includes the study of another language and culture

San Mateo-Foster City School District
San Mateo, California

Two-Way Developmental Bilingual Education Program

Schools:
Fiesta Gardens International School
1001 Bermuda Drive
San Mateo, CA 94403
415-312-7737

Contact persons:
Joan Lau
Principal
Fiesta Gardens International School
1001 Bermuda Drive
San Mateo, CA 94403
415-312-7737

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993-94

Ethnic/racial breakdown of school:
49% White; 49% Hispanic; 1% Black; 1% Asian

Criteria for selecting and accepting students:
English and Spanish speakers:
None

Recruitment procedures:
Presentations; a hot-line; brochures; mailings; advertisements in the newspaper and on radio and television (in Spanish and English); posters in the community; vistations to schools

Grade level(s) of the program:
K-1

Grade level increases planned:
One grade level per year to grade 5

Program size:

Grade level	*# of classes*	*Class size*
K	3	23
1	2	22

Funding sources:
District

Program materials available to others:
- Video
- Brochures
- Research materials

Program Objectives:

•To develop literacy for all students in English and Spanish

•To teach all subjects in a developmentally appropriate manner, utilizing a hands-on investigative approach

•To develop global awareness

•To develop computer literacy

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K 90%
1 90%

Method of separating languages for instruction:
By block of time, subject, teacher

Languages used for content area subjects and electives:
K-1—Spanish instruction:
All subjects except English Language Arts

K-1—English instruction:
English Language Arts

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 part time bilingual aide
•1 part time speech teacher
•1 part time resource specialist (special education)
•1 part time psychologist

Computer use:
In Spanish only

Curriculum/materials development:
Global education lessons in Spanish

PROGRAM EVALUATION

Evaluator:
(to be determined)

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	IPT, SOLOM
English language proficiency	IPT, SOLOM
Academic achievement in target language	ITAS-Spanish
Academic achievement in English	ITAS-English, CLAS (in grade 5)
Writing	Portfolio assessment

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent councils
- School visitations
- Classroom assistance
- Parent language classes
- Grant proposal writing
- Fundraising
- Work with computers

Community responses to the program:
- At first a great deal of skepticism and reluctance, but now there is a warm, receptive atmosphere centered around the school and the program

School Board's view of the program:
- Very supportive; the Board chose to start the program

Advice to start-up programs:
- Teachers are the number one factor
- Teachers must have sufficient preparatory time to develop lessons adequately
- Parent involvement is crucial

Most important feature of the program:
- Qualified teachers; support of School Board and parents

Santa Cruz City Schools
Santa Cruz, California

DeLaveaga's Two-Way Language Immersion Program

Schools:
DeLaveaga Elementary School
1145 Morrissey Boulevard
Santa Cruz, CA 95062
408-429-3807

Contact persons:
Carol Loverde
Teacher
DeLaveaga Elementary School
1145 Morrissey Boulevard
Santa Cruz, CA 95062
408-429-3807

Sarah Balla
Site Coordinator
DeLaveaga Elementary School
1145 Morrissey Boulevard
Santa Cruz, CA 95062
408-429-3807

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
January 1994

Ethnic/racial breakdown of school:
68% White; 29% Hispanic, 3% Other

Criteria for selecting and accepting students:
Spanish speakers:
All students are accepted through grade 2
English speakers:
All students are accepted through grade 1

Recruitment procedures:
Community and parent meetings; flyers; word-of-mouth

Grade level(s) of the program:
1

Grade level increases planned:
One grade level per year to grade 6

Program size:

Grade level	*# of classes*	*Class size*
1	1	27

Funding sources:
District

Program materials available to others:
•Information packets
•Videos (on loan basis)

Program Objectives:

•Fluency and literacy in Spanish and English

•Positive cross-cultural appreciation and understanding

•High academic achievement

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
1 80%

Method of separating languages for instruction:
By block of time, subject, theme, teacher

Languages used for content area subjects and electives:
1—Spanish instruction:
Language Arts, Math, Sciences

1—English instruction:
Geography, Sciences, Art, Physical Education

Language of initial reading instruction:
Spanis speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
LEP and EP students are integrated the entire day in a Multi-Age Primary Program; each student has a second class in English in the afternoon that rotates by teacher, theme and subject every seven weeks.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 part time bilingual aide
•1 part time site coordinator
•1 part time resource specialist
•1 part time migrant aide

Computer use:
Math in English and Spanish

Curriculum/materials development:
Spanish language thematic units (e.g., time, the solar system, light)

PROGRAM EVALUATION

Evaluator:
Dr. Barry McLaughlin
399 Kerr Hall
University of California at Santa Cruz
Santa Cruz, CA 95064
408-459-4095

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	IPT, SOLOM
English language proficiency	IPT, SOLOM
Academic achievement in target language	SABE, La Prueba
Academic achievement in English	CAT-5
Self esteem/confidence	Perceived Self Confidence Scale
Attitudes	Cross Cultural Attitude Survey
Authentic assessments	Portfolios, Interactive Journals, Anecdotal records, Reading questionnaires
Classroom practices	Observations

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent councils
- School visitations
- Classroom assistance
- Parent language classes

Community responses to the program:
- Mixed at the outset, but warming up to idea after many community meetings; still cautious

School Board's view of the program:
- Supportive; delighted to finally have an immersion program in the district

Advice to start-up programs:
- Take care with communication at each step of the way
- Lay the groundwork
- Be informed

Most important feature of the program:
- Terrific parental support; committed staff; compatibility of existing teaching styles and environment with program

Santa Paula Elementary School District
Santa Paula, California

Two-Way Intensive Language Program

Schools:
Glen City Elementary School
Steckel Dr. (P.O. Box 710)
Santa Paula, CA 93061-0710
805-933-5376

Contact persons:
Dr. Larry Salmon
Multicultural/Bilingual Magnet Resource Teacher
141 S. Steckel Dr. (P.O. Box 710)
Santa Paula, CA 93061-0710
805-933-5376

Mrs. Avelina Ramirez
Teacher
141 S. Steckel Dr. (P.O. Box 710)
Santa Paula, CA 93061-0710
805-933-5376

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990-91

Ethnic/racial breakdown of school:
75% Hispanic; 22% White; 1.6% Asian; .7% Black; .4% Native American

Criteria for selecting and accepting students:
Parental decision

Recruitment procedures:
Brochures; parent meetings; newspaper articles; kindergarten round-up registration; word-of-mouth

Grade level(s) of the program:
K-3

Grade level increases planned:
One grade level per year to grade 5

Program size:

Grade level	*# of classes*	*Class size*
K	1	30
1	1	33
2	1	25
3	1	29

Funding sources:
Title VII funding through district (until June 1994)

Program materials available to others:
- Brochures
- Newspaper articles

Program Objectives:

•All students will become bilingual and biliterate in English and Spanish and will maintain those skills through the fifth grade

•All students will be successful academically in all subjects

•Each student will appreciate his or her own culture, as well as other cultures, thereby growing in self-esteem

•All students will learn to work cooperatively and become responsible citizens

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	80%
3	70%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
K—Spanish instruction:
Language Arts, Math, Science, Social Studies, Art, Music

K—English instruction:
ESL, Physical Education

1—Spanish instruction:
Reading, Math, Social Studies, Science, Art, Music

1—English instruction:
Social studies, ESL, Physical Education, Music

2—Spanish instruction:
Reading, Math, Science, Social Studies, Art

2—English instruction:
Social Studies, ESL, Physical Education

3—Spanish instruction:
Reading, Math, Science, Social Studies, Music

3—English instruction:
Social studies, ESL, Physical Education, Music, Art

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:
75%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•3 part time bilingual aides
•1 full time multicultural/bilingual magnet resource teacher
•1 part time two-way program resource teacher
•1 full time principal

Computer use:
In Spanish and English

Curriculum/materials development:
None

PROGRAM EVALUATION

Evaluator:
Dr. Larry Salmon
Glen City Elementary School
141 S. Steckel Dr. (P.O. Box 710)
Santa Paula, CA 93061-0710
805-933-5376

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	Pre-LAS, LAS
English language proficiency	Pre-LAS, LAS
Academic achievement in target language	SABE, Developing Skills Checklist (CTB/McGraw-Hill)
Academic achievement in English	CTBS, Developing Skills Checklist
English and Spanish oral language proficiency and reading ability	Videotaping of individual students

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visitations
•Classroom assistance
•Parent education sessions about program (twice a year)

Community responses to the program:
•Largely positive, however, some school and district staff and community members are skeptical; most all parents involved have been happy with it

School Board's view of the program:
•The central administration and the board members are supportive, but are also interested in the degree of success of the program

Advice to start-up programs:
•Contact a successful two-way program to obtain salient information, especially concerning how to plan all aspects of the program before beginning it
•Recruit teachers who are certified in bilingual education, are native speakers of Spanish and proficient speakers of English, and believe in the two-way philosophy
•Have sufficient pre-service and in-service training for two-way program teachers
•Promote community support

Most important feature of the program:
•Additive bilingualism—giving each child, whether dominant in English or Spanish, the opportunity to learn a second language and maintain it

Vacaville Unified School District
Vacaville, California

Two Way Immersion Program

Schools:
Edwin Markham Elementary
101 Markham Avenue
Vacaville, CA 95688
707-453-6230

Contact persons:
Michelle Dally
Principal
Edwin Markham Elementary
101 Markham Avenue
Vacaville, CA 95688
707-453-6230

Jane Klotz
Bilingual Resource Specialist
Edwin Markham Elementary
101 Markham Avenue
Vacaville, CA 95688
707-453-6230

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93

Ethnic/racial breakdown of school:
54% White; 35% Hispanic; 6% Black; 5% Asian

Criteria for selecting and accepting students:
Spanish speakers:
All students participate
English speakers:
Voluntary participation

Recruitment procedures:
Brochures, parent meetings, information disseminated to district schools

Grade level(s) of the program:
K-2

Grade level increases planned:
One grade level per year to grade 6

Program size:

Grade	*# of classes*	*Class size*
K	1	25
1	1	25
2	1	25

Funding sources:
District

Program materials available to others:
•Brochures
•Program guidelines

Program Objectives:

•All students will be fluent in communication in Spanish and English by grade 6

•All students will be literate in both languages

•All students will have an understanding and appreciation for all cultures, with emphasis on Hispanic culture

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1	90%
2	80%

Method of separating languages for instruction:

K-1	by block of time
2	by day

Languages used for content area subjects and electives:
K-2—Spanish instruction:
All subjects

K—English instruction:
Pre-reading skills

1—English instruction:
Reading patterns/Language, Writing

2—English instruction:
Integrated theme (1 day per week, all subjects)

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•3 part time bilingual aides
•1 part time bilingual resource teacher

Computer use:
(anticipated)

Curriculum/materials development:
None

PROGRAM EVALUATION

Evaluator:
In-house evaluations at present

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	LAS (planned)
English language proficiency	LAS (planned)
Academic achievement in target language	SABE (planned)
Social development	Teacher and parent observations

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent council
•Classroom assistance
•Parent activity nights

Community responses to the program:
•Positive

School Board's view of the program:
•Positive

Advice to start-up programs:
•One class per grade is difficult—consider multi-age classrooms to create an environment that is developmentally appropriate and permits flexibility of movement for students who do not work well together

Most important feature of the program:
•First language support given to Spanish speakers; self-esteem of all students promoted

The School Board of Broward County
Pompano Beach, Florida

TEENS—Teenagers' Education in English aNd Spanish

Schools:
Pompano Beach Middle School
310 N. E. 6 Street
Pompano Beach, FL 33060
305-786-7778

Contact persons:
Mayra L. Menéndez
Coordinator, ESOL
Multicultural Education Department
200 N. Andrews Avenue
Ft. Lauderdale, FL 33301
305-765-8859

Teresita A. Pollinger
Multicultural Education Department
Resource Teacher
200 N. Andrews Avenue
Ft. Lauderdale, FL 33301
305-765-8859

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993-94

Ethnic/racial breakdown of school:
64% Black; 25% White; 10% Hispanic; 1% Asian

Criteria for selecting and accepting students:
Spanish speakers:
Voluntary; limited or no prior knowledge of English
English speakers:
Voluntary; limited or no prior knowledge of Spanish

Recruitment procedures:
No formal recruitment since the program is a continuation of an elementary school two-way program

Grade level(s) of the program:
6

Grade level increases planned:
One grade level per year to grade 8

Program size:

Grade	*# of classes*	*Class size*
6	1	25

Funding sources:
District funds

Program materials available to others:
- Program overview
- Brochures
- Video

Program Objectives:

•Promote proficiency in a second language for language majority students while making normal progress in first language

•Promote literacy in language minority students in their native language and English

•Promote bilingual education as an enrichment program for Hispanic limited English proficient and English dominant speaking students

•Promote equal education access in two languages for all students

•Promote positive attitudes towards both languages

•Promote cultural awareness, understanding, and acceptance of both cultural communities

•Promote parental involvement of both cultural communities

•Promote a greater understanding between two linguistic communities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
6 50%

Method of separating languages for instruction:
By subject, quarter

Languages used for content area subjects and electives:
6—Spanish instruction:
Reading, Language Arts, Social Studies, Science

6—English instruction:
Reading, Language Arts, Social Studies, Science, Math, Art, Physical Education, Music

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
LEP and EP students are integrated for all content courses and separated only for one period of electives each day.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time bilingual aide
•1 part time district ESOL coordinator

Computer use:
Students participate in the school's computer lab program.

Curriculum/materials development:
Training the Teacher Manual in English

PROGRAM EVALUATION

Evaluator:
Dr. Marisal R. Gavilan
Florida International University
College of Education
Room DM 210
Miami, FL 333199
305-348-2097

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	BSM II (Spanish)
English language proficiency	BSM II (English)
Academic achievement in target language	SABE (level 6)
Academic achievement in English	SAT
Attitudes	Questionnaire

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visitations

Community responses to the program:
•There is great support from the community

School Board's view of the program:
•The school board's support and dedication has made this program a reality

Advice to start-up programs:
•Having qualified bilingual personnel is essential
•Ongoing training must be offered on program implementation and use of instructional materials

Most important feature of the program:
•Enables students from both groups to become proficient in both languages and cultures and, at the same time, perform academically at grade level in both languages

Boston Public Schools
Dorchester, Massachusetts

Estrellas Program

Schools:
Sarah Greenwood School
189 Glenway Street
Dorchester, MA 02121
617-635-8710

Contact persons:
Antonio Barbosa
Principal
Sarah Greenwood School
189 Glenway Street
Dorchester, MA 02121
617-635-8710

Rosalma McKinstry
Sarah Greenwood School
189 Glenway Street
Dorchester, MA 02121
617-635-8710

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93

Ethnic/racial breakdown of school:
50% Black; 46% Hispanic; 4% White

Criteria for selecting and accepting students:
None

Recruitment procedures:
Parent Center initiatives, brochures, community newspapers

Grade level(s) of the program:
K-3

Grade level increases planned:
One grade level per year to grade 7

Program size:

Grade level	*# of classes*	*Class size*
K-1	1	25
K-2	2	22
1	2	22
2	2	22
3	2	22

Funding sources:
District; some Title VII and Chapter 1 resources when needed

Program materials available to others:
•Brochures

Program Objectives:

•All students will learn the language and culture of both the Spanish- and English-speaking communities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	40%
K-2	30%
1	40%
2	40%
3	50%

Method of separating languages for instruction:
By block of time, day, week, teacher

Languages used for content area subjects and electives:
K-3—Spanish instruction:
All subjects

K-3—English instruction:
All subjects

Language of initial reading instruction:
Spanish speakers:
Spanish and English
English speakers:
Spanish and English

Instructional grouping:
LEP and EP students are integrated for half of the day or less.

Percent of program teachers proficient in both languages:
37.5%

Percent of program staff proficient in both languages:
50%

Additional program staff:
- 3 full time bilingual aides
- 1 part time English language monolingual aide
- 1 part time "Reading Recovery" aide
- 1 full time Chapter 1 aide
- 2 part time Title VII aides

Computer use:
In English only

Curriculum/materials development:
Teacher-made materials and others through Title VII program in Spanish and English

PROGRAM EVALUATION

Evaluator:
Program not being evaluated at this time

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visitations
•Classroom assistance

Community responses to the program:
•Parents are generally satisfied and encouraged that their children are learning two languages

School Board's view of the program:
•Two-way programs are well-accepted

Advice to start-up programs:
•A lot of planning time is needed as well as follow-up sessions with outside help

Most important feature of the program:
•Cooperation of both teachers and students

Albuquerque Public Schools
Albuquerque, New Mexico

Two-Way Bilingual Program

Schools:
Alvarado Elementary School
1100 Solar Road, NW
Albuquerque, NM 87107
505-344-4272

Contact persons:
Toni Tregembo
3rd Grade Teacher
1100 Solar Road, NW
Albuquerque, NM 87107
505-344-4272

Jena Orellana
1-2 Grade Teacher
1100 Solar Road, NW
Albuquerque, NM 87107
505-344-4272

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993-94

Ethnic/racial breakdown of school:
47% Hispanic; 45% White; 8% Other

Criteria for selecting and accepting students:
Spanish speakers:
LAS; teacher-parent recommendation
English speakers:
LAS; teacher-parent recommendation

Recruitment procedures:
Parent-teacher meetings, mailings

Grade level(s) of the program:
1-5

Grade level increases planned:
(contingent upon number of participants)

Program size:

Grade level	*# of classes*	*Class size*
1-2	1	22
3	1	24
4-5	1	24

Funding sources:
District and state

Program materials available to others:
Newsletters

Program Objectives:

•Students will be fully bilingual and biliterate at the end of the five-year cycle

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

1-2	50%
3	33%
4-5	25%

Method of separating languages for instruction:
By block of time, subject, theme

Languages used for content area subjects and electives:
1-2, 3—Spanish instruction:
All subject areas

1-2, 3—English instruction:
All subject areas

4-5—English instruction:
All subject areas

4-5—Spanish instruction:
Multicultural Component (Science, Music)

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
N.A.

Additional program staff:
None

Computer use:
In English and Spanish

Curriculum/materials development:
Thematic, integrated units; literature-based writers' workshop

PROGRAM EVALUATION

Evaluator:
Program is not currently being evaluated

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Classroom assistance

Community responses to the program:
•Very favorable response from parents whose children are participating

Advice to start-up programs:
•Get committed, competent, dedicated teachers

Most important feature of the program:
•Commitment and enthusiasm of teachers involved

Community School District 19
Brooklyn, New York

Project STEPS

School:
IS #302
350 Linwood Street
Brooklyn, NY 11208
718-647-9500

Contact persons:
Maria Reinertsen
Project Coordinator
CSD 19 Bilingual Office
557 Pennsylvania Avenue
Brooklyn, NY 11207
718-257-6900 x386

Frances Camacho
Bilingual/ESL Programs Coordinator
CSD 19 Bilingual Office
557 Pennsylvania Avenue
Brooklyn, NY 11207
718-257-6900 x386

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993-94

Ethnic/racial breakdown of school:
62% Hispanic; 38% Other

Criteria for selecting and accepting students:
Spanish speakers:
Students who score below the 40th percentile on the LAB
English speakers:
Students who score above the 41st percentile on the LAB

Recruitment procedures:
Questionnaires; parental permission for students who meet the criteria to participate in the program

Grade level(s) of the program:
7

Grade level increases planned:
Program will expand to 8th grade the second year and will include 6th grade in the third year

Program size:

Grade level	*# of classes*	*Class size*
7	1	30

Funding sources:
Title VII DBE Grant; New York City Tax Levy Funds

Program materials available to others:
None

Program Objectives:

- To develop high levels of proficiency in the first and second language
- To assist students in developing an overall appreciation of each other's culture—their differences and similarities
- To provide parents with increased opportunities to interact and participate with school personnel for the betterment of their children's education
- To provide staff with the professional development needed to effectively implement the program

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
7 50%

Method of separating languages for instruction:
By alternate week

Languages used for content area subjects and electives:
7—Spanish instruction:
All content areas
7—English instruction:
All content areas

Instructional grouping:
LEP and EP students are integrated for all courses except ESL and SSL instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 2 full time bilingual aides
- 1 full time resource teacher

Computer use:
Will be in Spanish and English

Curriculum/materials development:
All two-way programs are mandated to follow New York State Curriculum.

PROGRAM EVALUATION

Evaluator:
Academic Enterprises, Inc.
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish language proficiency	LAB
English language proficiency	LAB
Academic achievement in Spanish	SABE
Academic achievement in English	DRP

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent advisory councils and parent language classes (ESL and SSL)
•Daily workshops on parenting skills

Community responses to the program:
•Very good—the community is excited

School Board's view of the program:
•Positive

Advice to start-up programs:
•To maintain continuity at the middle school level, the program should first be implemented at the elementary school so that students can feed into the middle school program

Fallsburg Central School District
Fallsburg, New York

Dual Language Enrichment Program

Schools:
Benjamin Cosor Elementary School
Box AE
Fallsburg, NY 12733
914-434-4110

Contact persons:
Carol Cocozzella
Project Director
Benjamin Cosor Elementary School
Box AE
Fallsburg, NY 12733
914-434-4110 x214

Luis Garrido Tejado
Project Coordinator
Fallsburg Junior-Senior High School
Box AH
Fallsburg, NY 12733
914-434-6800

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993-94

Ethnic/racial breakdown of school:
81% White; 17% Hispanic; 2% Black; 1% Other

Criteria for selecting and accepting students:
Spanish speakers:
Students identified as LEP in accordance with Part 154 of the Regulations of the New York State Commissioner of Education
English speakers:
Average intelligence and age appropriate social development (determined through testing and interviews)

Recruitment procedures:
Parent referrals, testing, Board of Education presentations, informational meetings for the general public

Grade level(s) of the program:
K-1

Grade level increases planned:
One grade level per year to grade 3

Program size:

Grade level	*# of classes*	*Class size*
K-1	2	18

Funding sources:
New York State Education Department Two-Way Bilingual Education Program

Program materials available to others:
- Program guidelines
- Videos
- Soon-to-be published brochures

Program Objectives:

- For Spanish-speaking LEP students to benefit from a developmental content area educational program in Spanish
- For English-speaking students to benefit from contact with the Spanish language, literature, and culture

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
Native Spanish-speakers 43%
Native English-speakers 20%

Method of separating languages for instruction:
By block of time, subject, teacher

Languages used for content area subjects and electives:
K-1—Spanish instruction:
LEP students: Language Development, Math, Social Studies, Art, Music, Computers

EP students: Math, Informal Spanish, Art, Music

K-1—English instruction:
LEP students: ESL, Math, Science, Art, Music, Physical Education, Library, Computers

EP students: Language Development, Math, Social Studies, Science, Art, Music, Physical Education, Library, Computers

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
LEP and EP students are grouped in separate classrooms and are integrated for one third of the weekly instructional time.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
75%

Additional program staff:
- 1 full time program director
- 1 part time program coordinator
- 1 part time classroom "interpreter" for teaching assistance in Dual Language classrooms

Computer use:
In English and Spanish

Curriculum/materials development:
Multi-age curricula in both languages

PROGRAM EVALUATION

Evaluator:
Dr. Gregory Holtz
86 Grandview Ave.
Rye, NY 10580
914-422-4196

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	LAB
English language proficiency	LAS
Academic achievement in target language (reading)	SABE
Academic achievement in English (reading)	ITBS
Content areas other than reading	Course evaluations

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visitations
•Classroom assistance
•Parent language classes

Community responses to the program:
•Very positive

School Board's view of the program:
•Supportive

Advice to start-up programs:
•Have a "planning group" visit the sites of established two-way bilingual education programs and have extensive and frank discussions with the program personnel about the pros and cons of two-way programs

Most important feature of the program:
•The very positive and caring attitudes of the students themselves and their parents, in addition to the encouragement of the school and district staff and administrators as well as the members of the Board of Education

The French-American School of New York
Larchmont, New York

Schools:
The French-American School of New York
11 Larchmont Avenue
Larchmont, NY 10538
914-834-3002

Contact persons:
Ms. Katrine Watkins
Director
11 Larchmont Avenue
Larchmont, NY 10538
914-834-3002

BACKGROUND INFORMATION

Languages used in the program:
French/English

Year program began:
1980-81

Ethnic/racial breakdown of school:
91.4% White; 6.5 % Black; 2.1% Hispanic

Criteria for selecting and accepting students:
French speakers:
Interview; entrance test; previous school records (when applicable)
English speakers:
Interview; entrance test; previous school records (when applicable); test in French and Mathematics

Recruitment procedures:
None

Program Objectives:

•To promote bilingualism and biculturalism

•To promote academic excellence, individual responsibility and self-discipline with careful attention to the needs of each student

Grade level(s) of the program:
Pre-K-10

Grade level increases planned:
None

Program size:

Grade level	*# of classes*	*Class size*
All grades	24	18

Funding sources:
Tuition

Program materials available to others:
•Brochure

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time French is used for instruction:

Pre-K-K	75%
1	60%
2-9	50%
10	60%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
1-5—French instruction:
French, Math, History/Geography

1-5—English instruction:
English, Science, Social studies, Computer Science, Art, Music, Physical Education

6-9—French instruction:
French, Math, History/Geography, Physics, (Biology for ESL students), Chemistry, Latin

6-9—English instruction:
English, Life and Earth Sciences, Social Studies, Computer Science, Art, Music, Physical Education

10—French instruction:
French, Math, Latin, History/Geography, Economy, Physics, Biological Sciences

10—English instruction:
English, Social Studies, Computer Science, Physical Education

Language of initial reading instruction:
French speakers:
French
English speakers:
French

Instructional grouping:
LEP and EP students are integrated the entire day, except for ESL Biology.

Percent of program teachers proficient in both languages:
75%

Percent of program staff proficient in both languages:
71%

Additional program staff:
- 1 full time assistant to the directors
- 2 full time administrative assistants
- 1 full time dean of students
- 1 full time student supervisor
- 2 full time clerical assistants

Computer use:
Basic computer programs in English; computer-assisted language programs in French and English.

Curriculum/materials development:
The curriculum follows those prescribed by the Ministry of Education of France, highly academic independent schools, and the State University of New York.

PROGRAM EVALUATION

Evaluator:
Ministry of Education of France and the Middle States Association of Colleges and Schools

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Academic achievement in English	ITBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parents' Association

Community responses to the program:
•The school has a reputation for excellence

Advice to start-up programs:
•Start with pre-school
•Emphasize biculturalism; ensure there is no rivalry between languages and cultures
•Use only native speakers as teachers; do not mix the languages in the classroom

Most important feature of the program:
•The bilingual/bicultural nature of the school permeates every aspect of the school

Newburgh Enlarged City School District
New Windsor, New York

Two-Way Bilingual Education

Schools:
Temple Hill Academy
525 Union Avenue
New Windsor, NY 12553
914-563-7700

Contact persons:
Carole Mineo
Director of Foreign Language, Bilingual Education and ESL Services
Newburgh Free Academy
201 Fullerton Avenue
Newburgh, NY 12550
914-563-7566

Nancy Cruz-Colon
Temple Hill Academy
525 Union Avenue
New Windsor, NY 12553
914-563-7700

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93

Ethnic/racial breakdown of school:
41.9% White; 34.6% Hispanic; 22.5% Black; 1% Other

Criteria for selecting and accepting students:
Spanish speakers:
BINL; parental input
English speakers:
BINL; parental input

Recruitment procedures:
Parent meetings

Grade level(s) of the program:
K-1

Grade level increases planned:
One grade level per year to grade 5

Program size:

Grade level	*# of classes*	*Class size*
K	2	25
1	2	25

Funding sources:
Title VII DBE; state (two-way); local

Program materials available to others:
None

Program Objectives:

- To promote bilingualism for LEP and EP students
- To provide educational equality and excellence to program students
- To teach state and local curriculum in both languages
- To ensure that program students are tested in a fair and unbiased manner
- To increase and enhance understanding in multicultural and multilingual schools and communities
- To increase participation of parents in school activities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	80%
1	70%

Method of separating languages for instruction:
By subject and teacher

Languages used for content area subjects and electives:
K-1—Spanish instruction:
Language Arts, Social Studies, Music

K-1—English instruction:
ESL, Math, Art, Science

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
LEP and EP students are integrated for 1-2 hours daily and separated for Reading, Language Arts, Science, Social Studies and Math.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 2 full time bilingual aides
- 1 full time coordinator

Computer use:
In Spanish and English

Curriculum/materials development:
None

PROGRAM EVALUATION

Evaluator:
Dr. Gregory Holtz
86 Granview Avenue
Rye, NY 10580
914-422-4298

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	BINL
English language proficiency	BINL

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils
•School visitations
•Classroom assistance
•Parent language classes

Community responses to the program:
•Very positive

School Board's view of the program:
•Positive

Advice to start-up programs:
•Organize your time and paperwork
•Provide pre-service training for teachers, aides, and parents
•Choose an energetic and organized coordinator

Most important feature of the program:
•Teacher attitudes and parental support

Edgewood Independent School District
San Antonio, Texas

Burleson Bilingual Developmental Model

Schools:
Burleson Elementary School
4415 Monterey Street
San Antonio, TX 78237
210-433-8178

Contact persons:
Choco Leandro
Principal
Burleson Elementary School
4415 Monterey Street
San Antonio, TX 78237
210-433-8178

Mary Esther Huerta or Andrea Greimel
Burleson Elementary School
4415 Monterey Street
San Antonio, TX 78237
210-433-8178

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93

Ethnic/racial breakdown of school:
98% Hispanic; 2% Other

Criteria for selecting and accepting students:
Spanish speakers:
None
English speakers:
None

Recruitment procedures:
Information meetings with parents; notes sent home; personal contacts with parents

Grade level(s) of the program:
Pre-K—K

Grade level increases planned:
Will expand to grade 1 next year and to grades 2 and 3 the following year

Program size:

Grade level	*# of classes*	*Class size*
Pre-K	2	12-15
K	4	18

Funding sources:
Local

Program materials available to others:
None

Program Objectives:

•To develop biliteracy in both native English and native Spanish speaking students

•To raise the status of the Spanish language in the community

•To raise the self-esteem of all the students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K	50%
K	50%

Method of separating languages for instruction:
By teacher, subject, day

Languages used for content area subjects and electives:
Pre-K—Spanish instruction:
Language Arts, Math, Science, Social Studies

Pre-K—English instruction:
Fine Arts, Physical Education

K—Spanish Instruction:
All content courses

K—English Instruction:
All content courses

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
LEP and EP students are integrated for all but literacy classes in their native languages.

Percent of program teachers proficient in both languages:
67%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•5 part time bilingual aides

Computer use:
In English and Spanish

Curriculum/materials development:
None

PROGRAM EVALUATION

Evaluator:
Program not being evaluated at this time

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Classroom assistance
•Parent language classes

Community responses to the program:
•Positive once teachers and principal explained the value of it

School Board's view of the program:
•Positive and supportive

Advice to start-up programs:
•Seek outside financial assistance
•Implement a strong public relations campaign

Most important feature of the program:
•The commitment of the teachers

Goose Creek Consolidated Independent School District
Baytown, Texas

Friends Living and Learning Together
Amigos Viviendo y Aprendiendo Juntos

Schools:
Crockett Elementary
4500 Barkaloo Road
Baytown, TX 77521
713-420-4645

Contact persons:
Wynona Montgomery
Principal
Crockett Elementary
4500 Barkaloo Road
Baytown, TX 77521
713-420-4645

Karen Thomas/Amparo Martinez
Crockett Elementary
4500 Barkaloo Road
Baytown, TX 77521
713-420-4645

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992-93

Ethnic/racial breakdown of school:
56% White; 36% Hispanic; 8% Black

Criteria for selecting and accepting students:
Spanish speakers:
None
English speakers:
None

Recruitment procedures:
None

Grade level(s) of the program:
K

Grade level increases planned:
(Uncertain)

Program size:

Grade level	*# of classes*	*Class size*
K	2	22

Funding sources:
District funds

Program materials available to others:
None

Program Objectives:

•The students will develop an understanding and appreciation of a culture other than their own

•The students will develop an interest in learning another language

•The students will learn basic school-related and life skill vocabulary in a second language

•The students will develop skills in working and playing cooperatively with each other

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-Bilingual 75%
K-Mainstream 20%

Method of separating languages for instruction:
By block of time, subject, day

Languages used for content area subjects and electives:
K—Spanish instruction:
Language Arts, Math, Social Studies, Science, Art, Music, Physical Education

K—English instruction:
Language Arts, Math, Social Studies, Science, Art, Music, Physical Education

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
LEP and EP students are integrated for 1 $^{1}/_{2}$ hours a day and are separated for Language Arts instruction.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
50%

Additional program staff:
•1 part time bilingual aide
•1 part time monolingual (English) aide

Computer use:
In English—mostly Math and some Language Arts

Curriculum/materials development:
None

PROGRAM EVALUATION

Evaluator:
In-house evaluations at this time conducted by principal and assistant principal

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	LAS-O
English language proficiency	LAS
Academic achievement in target language	Teacher-made tests
Academic achievement in English	Teacher-made tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Classroom assistance

Community responses to the program:
•Spanish-speaking parents are encouraged that their children have learned so much English
•English-speaking parents have been impressed with the spirit of cooperation among all children

Advice to start-up programs:
•Involve parents from the beginning of preparation; get their enthusiasm to work for you
•Teaching reading in the student's native tongue is very important to the success of the program

Most important feature of the program:
•Motivation of the teachers and cooperation among them

Goose Creek Consolidated Independent School District
Baytown, Texas

Dual Language Program

Schools:
Lorenzo DeZavala Elementary
305 Tri-City Beach Rd.
Baytown, TX 77520
713-420-4920

Contact persons:
Sharron Carroll
Teacher, Kindergarten-Gifted and Talented
305 Tri-City Beach Rd.
Baytown, TX 77520
713-420-4920

Christine Ortiz-Gatlin
Teacher, 1st Grade Bilingual
305 Tri-City Beach Rd.
Baytown, TX 77520
713-420-4920

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993-94

Ethnic/racial breakdown of school:
47% White; 46% Hispanic; 7% Black

Criteria for selecting and accepting students:
Spanish speakers:
Pre-LAS
English speakers:
Qualification for Gifted kindergarten

Recruitment procedures:
None

Grade level(s) of the program:
K-1

Grade level increases planned:
None until program is evaluated

Program size:

Grade level	*# of classes*	*Class size*
K	1	20
1	1	20

Funding sources:
None

Program materials available to others:
None

Program Objectives:

•To utilize a dual language model to produce a bilingual, biliterate population

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	25%
1	75%

Method of separating languages for instruction:
By block of time, subject, teacher, and day

Languages used for content area subjects and electives:
K—Spanish instruction:
Science, Math, Social Studies

K—English instruction:
Reading, Social Studies, Math, Science, Art, Music, Physical Education, Theater Arts

1—Spanish instruction:
Reading, Math, Science, Social Studies

1—English instruction:
Science, Math, Social Studies, Art, Music, Physical Education, Theater Arts

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
LEP and EP students are integrated the entire day, except for reading classes.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
50%

Additional program staff:
- 1 part time bilingual aide
- 1 part time parent educator

Computer use:
In English and Spanish

Curriculum/materials development:
None

PROGRAM EVALUATION

Evaluator:
Diana Maldonado and Loida Galvez
P.O. Box 30, GCCISD
Baytown, TX 77520
713-420-4920

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Target language proficiency	Pre-LAS
English language proficiency	Pre-LAS
Academic achievement in target langugage	NAPT (Spanish), La Prueba
Reading ability in English and Spanish	MacMillan/MacGraw Reading Test

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visitations
- Classroom assistance (e.g., help with material preparation and directing learning centers)

ABC Unified School District, 17
Albuquerque Public Schools, 75
Alianza School, 37
Altadena Elementary School, 39
Alum Rock Union School District, 21
Alvarado Elementary School, 75
Anchorage School District, 1

Benjamin Cosor Elementary School, 83
Boston Public Schools, 71
Burleson Elementary School, 95

Cahuenga School, 29
Capistrano Unified School District, 25
Clarendon Alternative Elementary School, 47
Community School District 19, 79
Crockett Elementary, 99

DeLaveaga Elementary School, 55
Denker Avenue School, 29

Edgewood Independent School District, 95
Edwin Markham Elementary, 63

Fallsburg Central School District, 83
Fiesta Gardens International School, 51

Glen City Elementary School, 59
Goose Creek Consolidated Independent School District, 99, 103
Government Hill Elementary, 1

Hamlin Street School, 33
Hollinger Elementary School, 5

IS #302, 79

Las Palmas Model Elementary School, 25
Limerick Avenue School, 33
Lorenzo DeZavala Elementary, 103
Los Angeles Unified School District, 29, 33

Meyer School, 21

Newburgh Enlarged City School District, 91
Niemes Elementary School, 17

Pajaro Valley Unified School District, 37
Pasadena Unified School District, 39
Pompano Beach Middle School, 67

Rock Point Community School, 9
Roseland Elementary School, 43

San Francisco Unified School District, 47
Santa Cruz City Schools, 55
San Mateo-Foster City School District, 51
Santa Paula Elementary School District, 59
Sarah Greenwood School, 71

Temple Hill Academy, 91
The French-American School of New York, 87
The School Board of Broward County, 67
Tuba City Primary School, 13
Tuba City Unified School District #15, 13

Vacaville Unified School District, 63

Wilton Place School, 29

List of Abbreviations Used

BINL	Basic Inventory of Natural Language
BSM	Bilingual Syntax Measure
CAP	California Assessment Program
CAT	California Achievement Test
CLAS	California Learning Assessment System
CRT	Criterion-Reference Test
CSD	Community School District
CTBS	Comprehensive Test of Basic Skills
DBE	Developmental Bilingual Education
DRP	Degrees of Reading Power
EP	English Proficient
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
GED	General Education Diploma
IPT	IDEA Oral Language Proficiency Tests
ISEP	Indian School Equalization Program
ITAS	Individual Test for Academic Skills
ITBS	Iowa Test of Basic Skills
LAB	Language Assessment Battery
LAPA	Language Arts Proficiency Assessment
LAS	Language Assessment Scales
LAS-O	Language Assessment Scales-Oral
La Prueba	La Prueba Riverside Test
LEP	Limited-English Proficient
NAPT	Norm-referenced Assessment Program for Texas

Pre-LAS	Pre-Language Assessment Scales
SABE	Spanish Assessment of Basic Education
RSL	Russian as a Second Language
SLAPA	Spanish Language Arts Proficiency Assessment
Stanford	Stanford Achievement Test
SOLOM	Student Oral Language Observation Matrix
SSL	Spanish as a Second Language
WROL	Window Rock Oral Language